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the original intent of the plan has not been realized, and is not likely to be realized, one should realize fully the significance of the large proportion—over one-third—of the men engaged in education, especially college teaching. There is a closer relationship in the United States than in any other country between education and public life; we are therefore justified in saying that the Rhodes Scholars in that occupation are in a position to exert as great an influence as they could in any other line—even in politics—and more than in the American diplomatic service. In view of the close relation between law and political life in this country some of the scholars engaged in the practice of law may be expected to become leaders in political life after their professional position is established. In their case, as for all the scholars, it should be remembered that the oldest Rhodes Scholars are still young and that in American political and social life, most of the leaders are selected from those who have demonstrated their worth in their own profession or business. From this point of view, the important thing is that the Rhodes Scholars should be ‘making good’ each in his own line. We may, therefore, hope that the inclusion of seventeen men in ‘Who’s Who’ and the satisfactory academic standing of the college teachers among the Rhodes Scholars, are straws that show that the wind is blowing towards a satisfactory future, in which it will be a fact obvious to all that the Rhodes Scholarships have accomplished something towards fostering Anglo-Saxon solidarity and assuring the peace of the world.”

A NATIONAL SURVEY OF STATE UNIVERSITIES.—How should it be undertaken?

“Even in the wealthiest states and those possessed of the most enlightened fiscal systems there is growing anxiety as to how the means can be secured to meet the increasing burden of education and especially higher education. The public higher institutions of the country never before faced a threat so dangerous. We have come to the day when the question must be answered—can states afford free higher education? Facts are already at hand to prove that they cannot afford it unless all property within the border of the state can be brought to pay its just tithe for public purposes. The future of state higher institutions is intimately bound

up with the development of state taxation. Their very lives are at stake. The propaganda of the past two years on behalf of more liberal support of education has been based on the assumption that money could be had from the ordinary sources if public sentiment were aroused. The assumption is evidently incorrect. The propagandists, particularly those active in the cause of higher education, have not addressed themselves to the right issue.

"Since the staffs of higher institutions generally contain the leading local experts on economics and government it seems obvious that the obligation rests upon the state institutions to enlighten the public as to this emergency and to suggest practical remedies. I believe a careful study should be made in every state of the state's wealth, its system of taxation, its method of distributing monies for educational and other purposes. I realize that the making of such studies may be classed among the extra hazardous occupations. Large property interests will not scruple to interfere and their tactics will not always be gentle. Nevertheless, the universities are better equipped for this service than any other agencies. If they do not undertake it, no one else is likely to."—*The Educational Record, January, 1921.*

The *Educational Review* for December, 1920, contains articles by J. A. Leighton (Ohio State) on University Government and by H. W. Tyler (Mass. Institute of Technology) on Academic Freedom.